

SGWU hit by police

Principal Clarke calls police in after students barricade 5 floors of Hall Building.

Police requested by principal Douglass Burns Clarke, moved into Sir George Williams' University at five o'clock this morning, but they were apparently not under specific orders to arrest anyone.

The move came after students who have been occupying the Computing Center and the Faculty Club barricaded all entrances to the fourth and higher floors of the nine-story Hall Building.

The students' action was a result of a meeting of the Sir George Williams Association of University Teachers earlier this morning which failed to ratify a proposed agreement between the administration and the occupiers which would have significantly de-escalated the crisis.

The students were also angered by the interference of the SGW-AUT in what is regarded as a

At 6:00 am today, Station 10 reported no arrests in the Sir George occupation. It was also reported that all premises but the 9th floor computing centre had been cleared.

tripartite dispute (among the administration, six blacks who accuse biology professor Perry Anderson of racism, and Anderson himself).

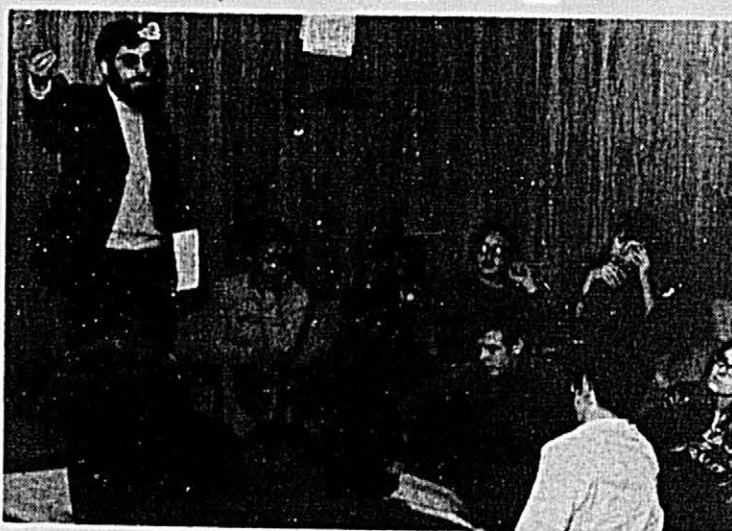
Under the terms of the proposed agreement, which an administration lawyer said Sunday the administration would accept, all five demands of the students who have been occupying the Univer-

sity's Computing Center for two weeks and the Faculty's Club for a week, to protest the alleged racism would be granted.

The demands were:

- a new committee to hear charges of racism against Anderson;
- dropping of charges against three black students for what the administration claims was coercion used against vice-principal John O'Brien in making him sign a document in which he admitted he had said black students might get violent (a letter by O'Brien saying just that was found in his files - O'Brien had earlier denied ever having said anything of the sort);
- rejection of the old hearing committee;
- no reprisals against students participating in the occupation; and
- consideration for academic time lost.

Anderson taught his first class (since the beginning of term) last Friday, and was determined to continue yesterday.



Sir George students last night ended an occupation that had lasted for almost two weeks. Students pictured above took over the Faculty Club a week ago in support of the five demands put forth by the occupiers.

However, he was hit with a suspension by principal Douglass Burns Clarke, who said he carried out the action not because of any decision in the case but rather to keep the situation calm.

The administration sought to obtain a guarantee from the black students that they would not disrupt Anderson's classes and even though the blacks agreed, officials felt it better if Anderson did not teach.

Faculty rejected the agreement reached yesterday reportedly because they were unhappy over the capitulation to students and over the Anderson suspension.

However, one occupier said this morning that he thought the administration had consulted the teachers knowing that they would reject the agreement; he commented that he found it strange that faculty had not been consulted in the matter before and that

the administration did not need faculty's approval to sign the papers, which were ready yesterday afternoon.

The agreement would have provided for a new hearing committee with five members - two chosen by Anderson, two chosen by the blacks, and one acceptable to both sides.

Faculty's counter-proposal made this morning would have seen a seven-man committee - two members chosen by Anderson, two chosen by the blacks, and three chosen by both parties from a list of eight candidates.

If the blacks and Anderson could not agree on the three other members, then principal Clarke would have the power to name them.

The faculty offer also stipulated that no students were to sit on the committee.

Student, faculty administration parity wanted

Briefs submitted yesterday to the Commission on Relations between Universities and Governments by the two Faculty Associations at l'Université de Montréal, recommended that all decision-making bodies in universities should be made up of one-third faculty, one-third students and one-third administrators.

The commission, sponsored by the Canadian Union of Students, l'Union générale des étudiants du Québec, the Association of Universities and Colleges of Canada, and the Canadian Association of University Teachers, is travelling around the country soliciting briefs. It is to make a final report by the end of the year.

The briefs presented yesterday during the commission's sojourn in Montreal also advocated some method of election of high administrative officers, rather than appointment.

The professors also recommended that deans' terms be limited, so that a professor's talents will not be sacrificed to purely administrative work. (Deans' terms at McGill are limited to five years, and no one may occupy a deanship for more than two terms.)

Berkeley sociologist compares US to China

Shurmann labels youth "revolutionary"



FRANZ SCHURMANN
Youth: a revolutionary class

by Tom Sorell

Franz Schurmann, a professor of sociology at Berkeley and prominent American dove, yesterday called youth "a revolutionary class".

Schurmann, talking on "The struggle against elitism in China and the United States drew parallels between the student movement in America and the "cultural revolution" in China.

While he pointed out that elitism is contradictory to the history of America, Schurmann said a type of "democratic elitism" exists now in the US.

"Everybody starts at the same point but only a few reach the top", he said.

Schurmann said protests by students at Berkeley against Clark Kerr were paralleled by the conflict between the Administra-

tion and students at Peking University. In both cases, the issue centered around demands for autonomy in selecting faculty and a dislike for absolutism in the university system.

Outlining the reasons for current unrest in the Universities, Schurmann ascribed the main problems to the systems of Education. He said the purpose of the education system in the US is twofold; schools provide a "custodial function in that they keep youth off the streets" and to train technologists which Schurmann views as the most essential economic factor of production in America today.

In socialist countries on the other hand, Education is a "conscious policy".

Schurmann drew several parallels between youth in China and in America.

China experienced the same "baby boom" that the US did, and at approximately the same time.

However Schurmann commented that the "Youth Revolution" used by Chairman Mao was "part of a much greater upheaval".

He said there were two phases to student discontent in China. The first phase was characterized by a revolt against an authoritarian structure dominated by a few individuals. The second target of protest was a trend toward discrimination against peasant youth in terms of University success and availability of Communist Party posts.

"Chinese education is extraordinarily elitist", he said. The structure is based on the rewarding of excellence and in this aspect the middle class usually betters its peasant counterpart.

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MCGILL DAILY

The plague will continue

A letter to Dean Woods

February 8, 1969

Dear Dean Woods,

This is in reply to the letter you sent around to staff asking for PR data on educational experiments. "The Faculty is constantly being plagued by criticism that the teaching methods used are outdated and inadequate. This criticism, much of which comes from students, is in my opinion largely unfounded". You state your reasons for this assumption and then propose a PR job to cut down on the student plague.

This strategy would work providing (1) McGill had had in operation an education innovation policy for the last five years and (2) a sufficient number of EFFEC-TIVE experiments had been carried out, such experience had been translated into educational engineering, and the engineered learning environments had been maintained by an administration which had effective learning as one of its priorities.

You are dead on both counts. The policy of the Faculty of Arts and Science on educational innovation is a shambles. My spies are everywhere. "Unfortunately knowledge of these changes and improvements does not appear to be collected in any particular place". That phrase from your letter reveals everything one has to know about your educational innovation policy. You are an anarchist.

Once back in 1965 you and I had a talk about a proposal of mine - "How to Make McGill into a University," McGill Daily, November 26, 1965. You put it down. It was a proposal which I worked on with the best activist minds of McGill '65 who, strange as it may seem, tended to be pro-administration. They didn't get what they wanted. At first they thought you could be educated. They tried the McGill Conference on Teaching Affairs, and the Project in Course Design, and the Course Guide. When you couldn't be educated, they decided that you were incompetent to handle student problems and turned their efforts to restructuring the administrative apparatus which is their current ongoing project.

If you had carried out that proposal in 1966, you wouldn't have to go begging around among your professors for experimental data, you'd have it. You'd also have a co-ordinated professional attack force putting down your plague where it is bred - in the festering swampy mind-screwing classrooms which dot this campus.

"I have personal knowledge of a considerable number of experiments that have been tried", you say. Let me tell you how your "education experiments" are conducted. Some enthusiastic professor, often very young, is dissatisfied with the way he is getting across to his students. He is usually completely ignorant of the elaborate skills necessary to design an effective learning environment which have accumulated over the last eight years.

Nine times out of ten, this professor acting alone with little assistance or encouragement, makes his first mistake by selecting wrong variables to fool around with. For instance, one of the experiments which you think "would answer much of the criticism" is actually an experiment which tests the change in size of TV screen on student learning.

An experimental program which fools around with irrelevant variables is no good for your PR job. The kids don't care. It is quality they are after, not experimentation. It is effective learning environments that they want, not change for change's sake.

If our professor happens to get his teeth into the problem, he soon finds out some of the significant variables he has to manipulate and redesign. He gets too excited to stop for a realistic assessment of the political environment in which he is operating. Then he notices that his colleagues, tho sympathetic, are turned off to teaching. He is alone. Then his research starts to suffer and his prestige within his own discipline is threatened. Then he finds out that he needs support facilities. If these are conventional - i.e. audio-visual aids - he can get them. But God help him if he wants some of the really powerful support stuff that has been created in the last eight years - design facilities and skills, workable learning theories, access to educational engineers, flexible administrative practice in case present administrative practice turns out to be anti-learning, sane costing and amortization practices, etc. To keep up his research, he gets less and less ambitious with his teaching program. After two or three years of trying to do something with cynical colleagues, and inadequate support, he quietly leaves the shell of his experiment and backs away into the night returning to the stuff that got him that PhD. And another experiment has died. The students know this. They live in the shell of many dead experiments.

Dean Wood, you told me last year that I was expected to get over (soon) my interest in the engineering design of learning environments and get back to qualifying myself to do what I was supposed to be doing - mathematical research. You and others, you said, had been very tolerant of my madness and had given me a year off, at Quebec City's expense, to diddle around as Company Jew but really when was I going to get on to important things like extending knowledge of Bec Functions of Left Inverted Semi-infinite. Farlan Measures? Like it was alright to have education as a hobby but don't let it interfere with your function at the university - or else. Dean Woods, are you really surprised that I terminated my Math Course Design work and have picked up the pieces of the computer modeling I was doing in '66 and early '67?

It is Tsarian insanity to operate a structure which screws professors who take educational design seriously and then expect them to come forward to slay the student dragon by telling about all the wonderful things they've done. These students smell a PR job a mile away. They've had product advertizing blasted at them 12 hours a day since they learned how to see. They KNOW what's happening in the classrooms.

I am keeping my interest in education as a hobby. I run a wild little experimental course called Education Engineering 1789. My early graduates include Mark Wilson, Bob Hajaly, John Fekete and others. Right now, I meet with small groups of students at the Carmen, the Mansfield Tavern, the Bistro, the Boiler Room, the Winston Churchill, the Union, in the halls, anywhere. I talk at Fraternities, and Honor Societies, and at Architectural teas, and sitting on a Daily desk top. I talk while wandering about the campus, and in the lunch rooms. I've found that a technique known in the educational engineering profession as Learner Directed Arousal provides the most efficient configuration of learner time, material relevance, and out of course behavior maintenance.

The object of the course is to teach the student how to discriminate between effective teaching and substandard teaching using a model of mine which defines a learning environment as a control system. (This more often than not means control BY the student rather than control OF

the student). The ability to make this discrimination is a very liberating experience for the student. He knows why he has often hated school and what must be done about it. He can comprehend the nature of out-of-classroom learning.

He is now ready for part two of the course which concerns Political Realities. This is taught by an interviewing, field research technique, sometimes known as the Plague. I have the student go thru Channels with his new discoveries so he can find out about Channels. I send him around to see a Dean or two, or a Department Head, or a professor, or an administrator, or the Chairman of the Educational Procedures Committee, or whoever he thinks is the most liberal and most committed to education reform. I suggest they work on Senate Committees, etc. I have plans to escalate the amount of field work my students do.

Experiences are shared at small seminars. Dean Cohen's attitude on educational innovation - "We've always been ten years behind Yale" - is exchanged for Professor Yaffe's attitude toward student observers - "What are you writing in that book!" Concrete theories about how the university really functions emerge out of these seminars, which of course have to be tested out by more field trips. This type of real-time real-life encounter teaches the politics of educational innovation better than any textbook or classroom lectures ever could.

The third phase of the course teaches them research methods. How do you modify structures like McGill so that they become true learning environments? How do you shape up a professor's ability to think? Designing an educational administrative structure that can maintain a functioning educational institution is a completely unsolved and challenging problem.

One of the more critical problems in this age of increasing enrolment and rising costs is the student-staff ratio. I've been able to handle this problem adequately by taking over a larger and larger load each year. I manage this by using students to instruct each other. It is all working so effectively now that I can concentrate on my student's most pressing difficulties. I'm more and more putting myself into the role of the catalyst rather than of the lecturer. Maximally self-directed students is the goal.

Certain minor expansion problems are foreseen, however, such as a shortage of Deans to teach my political labs. I'm going to hate to dilute the course by sending the students to see mere associate professors but perhaps that will be necessary.

I've even been able to do away with exams. You pass the course if you avoid being expelled from McGill.

Education Engineering 1789 is being continually modified according to the best engineering relevancy measures. The course is designed to teach people how to create learning environments in inhospitable places. As long as my students are failing to do this, my course is failing. McGill is itself my relevancy measure. When McGill has been shaped up into an effective learning environment then I'll know my course achieved its final effective form.

Expect the plague to continue.

Sincerely,

Donald Kingsbury
 Donald Kingsbury

better, cheaper

Carnival

Lower prices and greater prizes are among the innovations of Winter Carnival, in an attempt to make the annual festivities available to the masses.

In addition, "to emphasize the changing role of the university in society, this year's Carnival will feature a massive charity drive, commencing February 13", says the Carnival executive.

Tickets for the traditional events of Carnival, including Friday's Day Up North at Belle Neige and the Coronation Ball that evening, will be greatly reduced. Tickets for the Ball, which features a 3-D projection light show are \$3.00 a couple.

Monday night's concert at Place des Arts starring The Fifth Dimension also reflects the new revolutionary image of Carnival. Ticket prices are scaled down to \$3.50 - \$4.50, and the evening's grand prize a twelve day trip for two to Moscow, Leningrad and Kiev, via Aeroflot.

Monte Carlo Night, planned in conjunction with the Faculty of Management, will cost one dollar a head, and gives the gambler a chance to win a Honda.

At Harvard

Blacks block course

More than 100 angry black students at Harvard University Friday forced cancellation of a course called "An End To Urban Violence" - a course designed to develop "an action program for the effective control and eventual elimination of riots in urban areas".

The students filed into the first session of the course and stood quietly while one of their leaders read a statement denouncing the "blatant insensitivity" of the course and calling for its cancellation.

The professor, Dr Siegfried M. Breuning, listened to the statement and then dismissed the class in order to discuss the matter with the blacks. After five hours, he announced he would scrap the course and replace it with an unstructured seminar open to all students to develop new ideas for an urban education program at Harvard.

The action capped two days of unrest at Harvard during which students charged the school with devising programs to contain and suppress blacks while only slowly beginning other courses to investigate the root causes for ghetto violence.

The blacks were particularly upset with the wording of the course description in the school's calendar that read: "the control of riot requires adequate counterforces, and organization for them, and a strategy or strategies for their use. These can be provided from outside or from within the riot area".

The course, which fell under the jurisdiction of the Graduate School of Design, was intended to be a case study of interdisciplinary systems planning. Breuning said the course was not intended to devise riot control tactics but rather to take a social problem and see if interdisciplinary work and analysis could come up with solutions.

Regina students clarify fee crisis

REGINA (CUP) - The fee collecting crisis that has been tying up students here for over a month has rapidly developed into a massive educational campaign to teach students and the general community about the nature of the university and its relation to society.

Though negotiations are no further ahead than they were a week ago well over 2,000 students (of 4,000) are actively involved in the issue.

A teach-in began last Monday to discuss the crisis has developed into an ongoing debate not only over the fee issue, but also over the development of policies and strategies which students and their unions can use to inform the people of Saskatchewan on the subject of university financing and academic policy-making.

On Tuesday of last week, while the Deputy Premier, I.D.G. Stuart delivered Ross Thatcher's blathering attack on "activists, anarchists and hippies", students at Regina held a three hour meeting to discuss negotiations, the teach-in and a program for public education. The meeting of over 2,000 students decided on a strategy centering on the right of

students to organize independently from the administration and universal accessibility to higher education.

For the remainder of the week, students were involved in daily, well-attended meetings which met to draw up pamphlets and other literature to be distributed throughout the week in downtown stores, suburban shopping centres, and local high schools.

The students have established a speaker's bureau which has made preliminary contacts with labour and service groups throughout the province. Speakers will go to any interested group to explain the issues.

Columbia eases up on radicals

NEW YORK (CUPI) - The discipline committee at Columbia University has ceased all punishment taken against students involved in the Columbia revolt last Spring.

It ended probationary terms and erased censures of individual students.

Though Students for a Democratic Society hailed the action as "amnesty", one of their demands during the revolt, the committee said it was stopping all discipline because of "inconsistent punishment and delay in processing cases."

Many of the students were subject to the discipline of department heads or Deans and the committee said these officials had not acted consistently. One committee member said "serious inequities" had occurred. The committee is composed of seven students, seven faculty members and three administrators.

In addition, the committee ruled that students now under suspension may reapply for the coming session and that evaluation of their applications be based on "the student's conduct during the period of suspension and his willingness to rejoin the university community. This group includes Mark Rudd, SDS chairman and leader of the spring action.

MEMORIAL SERVICE

A memorial service for the late H. H. Walsh, professor of Church History (Faculty of Divinity, 1948-68) will be held in the chapel of Divinity Hall, 3520 University Street on Friday, February 14, at 12 noon.

arts and science undergraduate society

IN THE AD THAT APPEARED IN YESTERDAY'S DAILY, THE DEADLINE FOR SUBMISSION OF NOMINATIONS FOR ASUS DELEGATES TO THE UGEQ CONGRESS APPEARED AS 4 PM, WEDNESDAY, FEB. 5, 1969.

IT SHOULD READ:

4 PM, WEDNESDAY, FEB. 12, 1969

ELECTIONS WILL BE HELD ON TUESDAY AND WEDNESDAY, FEB. 18-19

A Berkeley sociologist moonlighting for an oriental after-shave concern?

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THE UNIVERSITY LIBRARIES COMMITTEE

invites library users to a meeting at which library policies and services will be discussed.

Thursday, February 13, 5:00 p.m.

Room 26, Leacock Building.

Edmonton Public School Board

Urban Teaching Positions September 1969

Edmonton Public Schools subscribe to a philosophy of education which places the emphasis on the development of the pupil rather than on subject matter or course content, believing that the ultimate purpose of education is that of fitting man for life.

Applicants must be eligible for Alberta Teacher Certification requiring a minimum of 2 years of teacher (University) education beyond senior matriculation. Preference is given to experienced applicants possessing better than minimal qualifications.

Applications are solicited from well qualified teachers in the following areas:

(1) Division of Pupil Personnel Services

(a) School Psychologists, Social Workers, remedial Specialists (Masters degree or equivalent).

(b) Special Education

Well qualified teachers of mentally retarded, emotionally disturbed or physically handicapped youngsters.

(2) Division of Elementary Education

(a) Teachers of lower elementary grades.

(b) Teacher Librarians.

(3) Division of Secondary Education

(a) Junior High - grades 7, 8, 9.

English, French, Modern Math., Fine Arts, Girls' Physical Education. Teacher Librarians. Industrial Arts.

(b) Senior High - grades 10, 11, 12.

English, French, Mathematics, Physics, Chemistry, Fine Arts, Girls' Physical Education, Teacher Librarians. (Bachelors degree minimal). Qualified teachers in most vocational fields, Industrial Arts.

For additional employment information and application form, Contact:

Personnel Department,
Edmonton Public School Board,
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- Yawn Flakete, Magill's Daily

today

RED AND WHITE REVUE: Tickets on sale for "Odysseus, Won't You Please Come Home?" Union Box Office, 8:30 p.m.

LATIN AMERICAN SOCIETY: Meeting, Union B27, 1 p.m.

SKYDIVING CLUB: General meeting and elections, Union 123-124, 1 p.m.

YELLOW DOOR: Tex Konig-folk singer 8:30 p.m.

METTERNICH SOCIETY: Discussion of the resolution: "To abolish the Estates General" — members only, L-658, 1 p.m.

FINE ARTS SOCIETY: Sketching evening; movies changed to Tuesday 18th B-23, 1:30 B-24, 7:30.

UNION OF PHILOSOPHY STUDENTS: Discussion with Seymour Glouberman: "Imaginability". Union 124, 8:30 p.m.

MCGILL CHRISTIAN FELLOWSHIP: Panel Discussion: Missionaries "relevant or relic?" Union 458, 1 p.m.

SOCIETY FOR HERZOGOVINIAN DEFAMATION: Methods of killing Herzogovinians. Carpeted Lounge, Union, 8:00 p.m.

DIALOGUE 30: Hi-fi piano Recital: Richter playing Haydn's Sonata # 20, Leacock 219, 1:15 — 1:45 p.m.

AMATEUR RADIO CLUB: Important general meeting to consider nominations for next year's executive. Union 401, 1 p.m.

CHINA NIGHT: Help needed in Drama, acting or just plain helping out. Contact Paul Chiu at 845-4746.

DEBATING TOURNAMENT: Girls wanted as hostesses for McGill International Debating Tournament, B-24, Before Feb. 20th.

PHYSICS 100 STUDENTS: Meeting with Dr. Moore to discuss basic changes in Physics 100. Old MacDonald Physics Bldg. rm 104, 1 p.m.

FIGURE SKATING: Men and women welcome, figure skates required classes and club members, Winter Stadium, 2-4 p.m.

SDS IN BALLROOM

Kurt Dietrich Wolff, head of the West German SDS, will speak in the Union Ballroom at noon today.

Following Wolff's speech, at 1 pm, there will be a rally on the plaza in front of Redpath Library to discuss the Radical Students' Alliance program and demands.

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what's what

PHOTOGRAPHY CLUB

The McGill photography club will sponsor an exhibition on March 10. Entry forms and more information may be picked up at the University Centre switchboard. Deadline for submissions is March 7.

AUDITIONS FOR THEATRE 15

Auditions will be held for Stuart Gilman's play "The Inevitable Murder of Everest Galois" on Wednesday and Thursday between 6 and 10 pm.

This play is the Players Club submission for the Dominion Drama Festival. The cast requires up to 20 male players parts. Amateur and professional actors as well as technicians are also needed, especially those who want to get involved in summer theatre.

CARNIVAL PRINCESSES INQUISITION

The carnival princesses will be grilled today in an inquisition period to be held today at 1 pm. in the Moot Court Room of the Law Faculty.

ASSOCIATION OF PSYCHOLOGY STUDENTS

During the ballot box election of Friday Feb. 7 the following people were elected: Co-Chairmen: Donna Cherniak and Rick Levy, Secretary-Treasurer: Sid Segalowitz. These three and the members at large Judy Weiner and Steve Rosenburgh elected at the open meeting on Thursday, comprise the Selection Committee which chooses representatives for the following Departmental Committees: Curriculum (6) Learning Methods (6) Appointments, CEGEP Coordination, Ethics, Space, Animal Care, Psychology 200 planning. Applications are available in W/8/2 of the Stewart Biology Building. Deadline — 5 pm. Wednesday.

FILM WORKSHOP

Live film will be available in the Film Society office, Union 4th floor from 12-2 pm. tomorrow. An exercise will be assigned to be completed in three weeks. If you need film but can't make it, call 845-3331.

arts and science undergraduate society

NOMINATIONS ARE HEREBY CALLED

for the following positions:

President
Vice-President (Arts)
Vice-President (Science)
Treasurer
Secretary (to hold office until June 30th)
Secretary
Fourth Year Class Representative
Representative to the Women's Athletic Association
Representatives (Arts, Science) to the Students' Intramural Recreational Council

NOMINATION FORMS, ELIGIBILITY REQUIREMENTS, AND PROCEDURE MUST CONFORM TO THE ELECTORAL BY-LAWS OF THE A.S.U.S. AVAILABLE AT THE UNIVERSITY CENTRE SWITCHBOARD.

DEADLINE for submission of nomination forms at the University Centre Switchboard is

4 PM, THURSDAY FEB. 20th

Howard Stanislawski
Chief Returning Officer

CLASSIFIED

These ads may be placed in the advertising office at the University Centre from 9 a.m. to 4 p.m. Ads received by noon appear the following day. Rates: 3 consecutive insertions — \$1.50; maximum 20 words. 7c per extra word.

FOR SALE

NATURAL mink-pieces, fulllength coat. Two seasons old. Excellent condition. Fits males and females, size 18-20. Need \$325. Call Bertine at 392-5829.

JIMI HENDRIX — "Electric Ladyland" (double lp), special — \$6.99, reg. \$10.58. "Are You Experienced", "Axis: Bold As Love", \$3.49, reg. \$5.29. Joni Mitchell's LP, \$3.49. All other Warner Bros. — Reprise albums on special — \$3.89, reg. \$5.29. Phantasmagoria, 3472 Park (near Milton), 845-4445.

KOWA SER.1967, 35mm, F2.0, detachable lens, fully automatic plus Cavalier electric flash, \$100. Jake — 688-1712.

UHER 4000 REPORT, Perfect working order. Portable, monaural with recharger — adapter, \$175. Call 849-7296. #6 or 747-7688 to leave message.

HOUSING

SUMMER HOUSING — spacious, two floors, seven rooms, 15 min. walk from McGill, reasonable, 288-2386, evenings.

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SUBLET MAY 1st to early September. One bedroom and large colorful kitchen, \$15. a week. Milton near Aymer, David: 845-7453.

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LOST

REWARD, LOST IN NOVEMBER, a navy blue scarf, labeled Garlinkle's, Washington, D.C. Sentimental value. Alex 845-8559 or Nancy 374-2398.

REWARD for lost reserve book, "Israel and World Politics" by Draper. Call Howie at 747-3021 or leave at Union Switchboard.

IN MEDICAL LIBRARY: "History of Art", Janson and notes. The exam is over now... Leave with porter or call 849-9867, Wills Beddoe.

MISCELLANEOUS

MEETING OF FOLK MUSIC SOCIETY (open to everyone), Thurs. Feb. 13 at 8 pm. Union 307. Performer and informal exchange of songs.

SKI CHALET TO SHARE with three others \$125. Walking distance from Habitant in St. Sauveur. Call Les after 5: 733-7985.

MISCELLANEOUS

RUDDIGORE is a basket containing peppermint sticks, snuff, false teeth, a bad apple. Feb. 26 — Mar. 1, Moyse Hall, McGill Savoy Society.

PENELOPE FREAKS — Long suffering esthetes — At last! Walden: the Helen Keller of Progressive Rock, 194 St. Paul West, Friday night (9 pm), Saturday afternoon (2 pm) and following weeks.

CONGRATULATIONS to Louis Kohn, son of Mr. and Mrs. Ghenghis Kohn on his engagement to Sunny Harvest. Honeymoon in a haystack.

HEY! Come one, come all to Issie Fishman's Valentine Ball. Admission: 1 Valentine card and lots of zuts. Feb. 15, 8 pm.

"THOSE MAGNIFICENT MEN In their Flying Machines" — Thursday, Feb. 13, 6:15 and 9 pm — L-132. Plus short feature on skydiving. Tickets at door or at Union Box Office — 75 cents admission. Sponsored by McGill Flying Club.

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Wednesday, Feb. 12, 1 pm, L230

Michael Thelwell

"BLACK STEREOTYPES IN WHITE LITERATURE"

Thursday Feb. 20, 1 pm, L13

Robert S. Browne

"RACE RELATIONS IN INTERNATIONAL AFFAIRS"

Thursday Feb. 27, 1 pm, L13